DOCUMENT RESUME

AC 002 978

ED 023 994

Schools and Adult Education; Report of the National Seminar, (15th, Mysore, October 15-18, 1967).
Indian Adult Education Association, New Delhi.
Pub Date Feb 68
Note-36p.
EDRS Price MF-$0.25 HC-$1.90
Descriptors-*Adult Education, Educational Objectives, *Educational Responsibility, Literacy Education, *National Programs, *Public School Adult Education, *Public Schools
Identifiers-*India

This seminar convened in 1967 by the Indian Adult Education Association studied the role of school systems in the promotion of literacy work and other adult education; examined specific measures needed to utilize the schools for adult education; and made recommendations as to organizational, administrative, financial, and other changes needed. Messages were received from the President, Vice-President, and Prime Minister of India; the acting Director-General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO); the Union Education Minister; the Minister of Petroleum and Chemicals and Social Welfare; the Minister of Transport and Shipping; and the Chief Ministers of several Indian states. This document is also available from the Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi, India (Rs 2.00 abroad U.S. $1.00). (ly)

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SCHOOLS AND ADULT EDUCATION

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INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI

SCHOOLS AND ADULT EDUCATION

Report of the Fifteenth
National Seminar, Mysore

Oct. 15-18, 1967

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Marg,
New Delhi

Published by
Indian Adult Education Association,
17-B, Indraprastha Marg,
New Delhi.

Series No 78
Price: Rs. 2.00 Abroad U.S. $ 1.00
February, 1968.

Printed at
Naya Hindustan Press,
Chandni Chowk,
Delhi-6.

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INTRODUCTION

The fifteenth National Seminar on "Utilisation of Schools for the Promotion of Adult Education" began its four day session in Mysore on October 15, 1967 under the Directorship of Dr. Mohan Sinha Mehta, former Vice-Chancellor, University of Rajasthan and President, Indian Adult Education Association. Shri T. V. Thimme Gowda, Joint Director, Public Instruction, Government of Mysore was the Associate Director.

Dr. K. L. Shrimali, Vice-Chancellor, Mysore University inaugurated the Seminar. Dr. Shrimali stressed the paramount importance of tackling adult education on a national scale. Otherwise he feared that the collosal illiteracy in the country could not be eradicated.

The Vice-Chancellor said that school buildings and equipments could be easily utilised for adult education work, but he had his own doubts about utilising school teachers for this work. He said that school teachers were fully occupied in their jobs and it would be difficult to utilise them for adult education work.

Dr. Shrimali wanted that a proper atmosphere should be created in the country so that all educated people whether working in Government, factories or other academic spheres should involve themselves in solving the gigantic problem of adult education. Efforts should also be made to enlist the support of voluntary organisations in this work.

Earlier Shri M. Mallikarjuna Swamy, President of the Mysore State Adult Education Council welcoming the Chief Guest, Dr. K.L. Shrimali and the delegates of the Seminar said that education of the adults was a national need and for effective functioning of democracy education must be made available to every citizen.

The Seminar convened by the Indian Adult Education Association studied the role of schools in the promotion of adult education. It also examined the specific measures needed to be taken to utilise the schools for the promotion of adult education. The Seminar made recommendations about organi-

sational, administrative, financial and other changes necessary to adapt adult education programmes in India through schools.

65 delegates from 14 States and Union Territories attended the Seminar. Representative of International Cooperative Alliance, and Asia Foundation also attended. Ministries of Education, Food, Agriculture and Community Development and Planning Commission were represented at the Seminar. Universities of Bombay, Delhi, Dibrugarh, Gujarat, Jamia Millia and Kashividyapith also deputed representatives.

The Seminar was divided into five groups of about 12 each with a chairman and a Rapporteur. The group chairmen were Shrimati Sulochana Modi and Sarvshri Sohan Singh, Jagdish Singh, A.H. Hemrajani and T. Krishnamoorthy. The Rapporteurs were Sarvshri Dharm Vir, V.B. Mahajan, P.N. Shivpuri, Devindra Joshi and Dr. H.S. Bhola.

The items of the Working Paper were elucidated by Shri K.N. Srivastava, Dr. H.S. Bhola and Shri D. Sarma of Assam.

Messages were received from the President, Vice-President, Prime Minister, Acting Director-General of UNESCO, Union Education Minister, Minister of Petroleum, Chemicals and Social Welfare, Minister of Transport and Shipping, and State Chief Ministers.

On the 17th evening the Vice-Chancellor of Mysore University invited the delegates at a tea and on the 18th evening, the Mysore State Adult Education Council gave reception to the delegates at the office of the Council in Mysore.

The closing function of the Seminar was addressed by Shri T. Madiah Gowda, Ex. M.P., ex Vice-President, Indian Adult Education Association and a veteran adult educator.

DECLARATION

We, the participants of the Fifteenth National Seminar make this declaration.

We have noted with sincere appreciation the valuable contributions made by several schools in the country to the cause of adult education. In particular, we note with special pride the total participation of the entire school system in several districts and cities of Maharashtra and Rajasthan in recent literacy campaigns.

We are convinced that schools, as centre of education and sources of knowledge for the people, can also be powerful and effective agencies for imparting education to the adult and youth members of the community in various forms and at different levels.

We are concerned with the trend that is being noticed in recent years to relegate to the school system to a second and third place in development programmes and we call upon Head Masters and Teachers' Associations, community leaders and others involved in school administration to take measures to restore to the teachers and schools their original role of leadership in social progress and the development programmes of the country.

In this connection, we express our whole-hearted agreement to the statement made by the Education Commission that "the school should not only guide and direct the physical, mental, social and moral growth of boys and girls, but also improve the quality of community life. It should concern itself with the happiness, welfare and success of the people, their recreation and amusement, their health and their occupational success."

In the present context of high illiteracy in the country, the school system at all levels has a positive role to play in organising and undertaking functional literacy activities and in mobilising the resources of the country to participate more actively in the anti-illiteracy campaigns and in other development programmes of the country. The schools can also help

their communities in organising continuing education and extension programmes for the benefit of out-of-school adults and youth. In the modern society vocational schools such as agricultural and trade schools, have a special role in upgrading the vocational skills of the adult members of the community and in introducing among them new techniques which will help to increase their productive efficiency. Secondary and Higher schools with their staff of specialists are best fitted to serve as resource institutions for personal and social development of their communities. The parents and alumni associations of schools are in a happy position to stimulate their communities and support the schools in their roles as adult educators of the country.

We call upon the Central and State Governments to afford greater facilities to schools to undertake adult education activities by giving concrete recognition to teachers' services and providing additional equipment needed for this role.

We call upon Adult Education Associations, Parent-Teachers Associations and alumni associations to make the community increasingly aware of the role of schools in adult and youth education and assist them in obtaining the needed equipment and encouragement from voluntary and government agencies.

We are firmly convinced that with vast resources of the school system, aided and assisted by well-directed community efforts and supported by funds from local, state and central governments and voluntary agencies, will release forces which will make substantial contribution to the all-sided progress of the country through courageous and enlightened leadership.

RECOMMENDATIONS

1. (a) The schools in the country should share their resources of the building, equipment, library and the staff—for the additional benefit of the Community by including Adult Education in their programme.

   (b) It is desirable that this basic position is accepted by educational authorities, governmental and non-governmental, which are responsible for managing the schools at different levels.

   (c) It should be the endeavour of the educational authorities constantly to improve the schools all round to discharge this additional function effectively and in a far comprehensive way.

2. (a) Apart from ordinary schools undertaking adult education work with the necessary additiona- resources in staff and equipment wherever necesl sary, the establishment of separate adult schools *may also* be necessary wherever the situation demands them.

   (b) In particular, it is recommended that wherever a group of not less than 15 adult persons desire special training, vocational or general, provision for such educational facility should be made.

3. (a) The School budgets and the grant-in-aid system should, in future, be so framed that the schools of the country function with this comprehensive purpose—as centres for the education of the young as well as of the adult people.

   (b) Adult schools, referred to in the last recommendation, should also be entitled to financial grants like other schools.

4. Condensed Courses of education should be organised on an extensive scale, both for men and women, jointly wherever possible, or separately.

5. (a) The Indian Adult Education Association and State Adult Education Associations should select some schools for undertaking Pilot Projects under

special supervision and expert guidance for adult education courses suitable to the adult community in their environment.

(b) These projects should be launched after adequate preparation.

6. Adult Education programmes to be carried on by ordinary schools or in Adult Schools should be of varied types at different levels and at times which suit the adults receiving such education.

7. It is strongly recommended that teachers engaged in children's schools who have the aptitude and the desire for training for adult education work are given special opportunity under expert guidance either at ordinary teachers training colleges or in some other way.

8. Teacher Training Colleges and Schools should improve existing provision in their courses for Primary and Secondary School teachers in the knowledge and practice of adult education work.

9. (a) This Seminar feels that institutions established for imparting specialised knowledge, such as Agricultural, Public Health, Commerce, Mechanical or Electrical Engineering etc., etc., should offer facilities to adult citizens for receiving education in their fields.

(b) The Indian Adult Education Association and State Adult Education Associations should, from time to time, establish contact with such institutions for promoting this purpose.

10. In the opinion of the Seminar, it should be accepted as a National policy gradually to raise all the existing schools to and to establish new schools in future of such quality in designs, equipment and staff as would be community-centred in their work and outlook and would undertake comprehensive education service both for children and adults.

In the matter of social status, emoluments and professional competence the teachers of those schools in the country should be in keeping with the importance of their role in national progress.

Working Paper

At present, the importance of schools and school teachers for the development of adult education is being strongly emphasized. The Education Commission has recommended that "Education institutions of all types and grades should be encouraged and helped to throw open their doors outside the regular working hours to provide such courses of instruction as they can to those who are competent and desirous of receiving education."

2. In ancient India, tradition had accorded to the schools and school teachers, a place of great eminence. The *Gurukuls*, *Maths*, *Ashramas*, *Pathsalas*, *Maktabas* and *Madrassas* were not only educational centres for children and adolescents but also sources of authority to which king, courtiers and common folk could turn for advice on problems confronting them.

3. Today, when the Education Commission has called for "a drastic reconstruction, almost a revolution" in Indian education, the situation demands of the schools and school teachers to provide the leaven of new knowledge, new values, new skills and a new pattern of social behaviour and personal conduct. The school must become not only centre for the education of the children but centre for the education of the entire community. It should not only cater for children but also for out-of-school youth and adults and should take a hand in preparing youth and adults and civic leaders for civic responsibility.

4. The present school system should give serious thought to the suggestion of the Kothari Commission, which calls for the creation of a parallel system of education to provide adults with opportunities for taking the same certificates, diplomas and degrees as regular students in schools and colleges. It would be worthwhile for the Seminar to deliberate on this suggestion and make concrete proposal for its implementation.

5. The Committee of Members of Parliament on Education has recommended that "Part-time and own time education

should be developed on a large-scale at every stage and in all sectors and given the same status as full-time education." Based on this suggestion the Ministry of Education has worked out a proposal for the organisation of part-time courses of study as Pilot projects. It would be worth our while to examine this proposal so that the Seminar is able to prepare a suitable blue-print of action for utilizing the present school system for adult education.

6. Educational institutions could also organise courses which could help people to understand and solve their and country's problem. Self-help and community action needs to be the watchward of our present educational reconstruction. The existing schools should be transformed into centres of community life, awakening adults to their latent abilities, instilling in them correct attitudes which could help them to discharge their new civic responsibilities. We should attempt to orientate the present school to become a positive agent of social progress. The need of the moment is that "the school should not only guide and direct the physical, mental, social and moral growth of boys and girls, but also improve the quality of community life. It should concern itself with the happiness, welfare and success of the people, their recreation and amusement, their health and their occupational success."

7. To achieve these objectives it is necessary that each school should have a staff member specially designated for adult education. It should be his job, in collaboration with his colleagues to organise educational programmes for adults. In short, attempts should be made to make the school serve the national need of educating adults and provide them with competencies and skills for greater and better production and for efficient running of our democratic structure of society.

8. To serve in this role the curriculum of the primary and secondary schools in each community should be designed in whatever ways are necessary to enable it to serve the need of children and adults living in that community. It should be endeavoured to build and maintain a dynamic curriculum for the schools so that a link between the school and life in the community should be established. Side by side, a concept of education should be accepted, which does not separate element-

ary, secondary, higher secondary, university and adult education but makes them part of a continuous and inter-related pattern of growth and change. The concept of life-long learning should pervade all our discussion.

9. Some of the adult education programmes which the school can undertake are:—

(i) Community living and leadership,
(ii) Literacy education.
(iii) Continuation Education for young adults who have not completed primary or secondary education.
(iv) General Adult Education, like family planning, folk music, civic affairs, agricultural innovations.
(v) Vocational Education like tailoring, bricklaying.
(vi) Women's Education, Child care, health and hygiene.
(vii) Programmes for community improvement.
(viii) Programmes for personal advancement and upgrading of Education.

10. The Seminar may also spend sometime to discuss about the training and orientation of school teachers for adult education work.

11. To facilitate proper discussion, it is suggested that the entire theme be discussed under the four broad questions given below, keeping in view the points mentioned above.

Points for Discussion

1. What can be the role of schools in the promotion of adult education in India in the present rapidly changing needs of the country?

2. What specific measures need to be taken to utilize the schools for the promotion of adult education?

3. What is the extent to which the school could undertake educational programmes for adults and out-of-school youth as part of their normal work and what adjustments need to be made in the existing pattern of school system to make it serve the national need of educating adults and youth for development?

4. What should be the organisational, administrative, financial and other changes necessary to make adult education programmes a normal responsibility of the school system?

Group Reports

1. What can be the role of schools in the promotion of adult education in India in the present rapidly changing needs of the country?

1. The Seminar stated that the more significant adult educational role of the school would be the one in which it functions as a specialised institution within the society, that is as an institution in possession of a special type of know-how which the community needs. The schools should also impart functional education to adults which will upgrade their occupational competence.

2. The Seminar felt that the community centred-school pattern should be given a trial on an experimental basis in a few schools. The primary schools might provide services to impart functional literacy, the secondary schools should provide follow-up and continuing education classes.

3. The Seminar agreed that the school teachers must assume the role of agents of change in local community by bringing it in line with modern ideas. While the primary school teachers are best suited to undertake building of community organisations such as Youth Clubs, Farmers' Clubs, Women groups, Cattle Rearer's group etc., the secondary school teachers could become experts or resource persons in their own or related areas of subject specialization.

4. It was suggested that school buildings be used to make the school the centre of social, cultural and educational activities of the community.

5. In urban areas, specialised voluntary agencies should organise adult education programmes with the help of local schools, municipalities and Government Departments. School facilities should be made available to these agencies. There should also be a coordinating agency in each large town and city responsible for promoting and developing adult education programmes

2. What specific measures need to be taken to utilise the schools for the promotion of adult education?

1. The Seminar felt that Associations like the Parent-Teachers Associations should be set up to bring together adults needing education and the schools which could give the education they need.

2. A national policy should inform the work of all the Education Directorates whereby adult education would be taken as an integral part of the work of the school.

3. State Governments should find a place for adult educational programmes in their annual and five-year plans.

4. Every educational authority should conduct an investigation on the types of educational programmes for adults at the school level for which there is a need. The programmes could then be divided into two categories—the formal educational programmes and the informal programmes.

5. Administrators and teachers working at various levels of the educational system should be reoriented to the total functions of the school.

6. An awareness of the concept of the community school should he promoted among the communities, the school teachers and educational authorities.

7. The remuneration of teachers should take into consideration their work with adults.

8. Educational programmes for adults conducted by private schools should be recognised.

9. The schools should be equipped with suitable teaching material.

10. The evaluation of all teachers work should include their participation and performance in conducting adult education programmes.

3. What is the extent to which the school could undertake educational programmes for adults and out-of-school youth as part of their normal work and what adjustments need to be made in the existing pattern of school system to make it serve the national need of educating adults and youth for development?

1. The Seminar stated that as a part of their normal work

the schools could easily undertake literacy work. It would be difficult to take up other phases of adult education work.

2. To bring changes in the existing pattern of school system to make it serve the national needs of educating adults and youth for development it was stated that the dual stream of school education, namely the child stream and the adult stream would have to be inscribed in the Education Codes, by including provision for the establishment, wherever possible of adult schools or evening schools for adults without any discriminatory provisions applying to the adult stream.

3. In some cases, the selection of teachers for adult schools may have to be changed. Experience has shown that the competence in his subject and the flair to strike a harmony with adults is more important for the success of an adult school teacher than his paper qualifications.

4. The new school system would also need to provide a generous hospitality to instruction through correspondence. The needs of adult are much more varied because of the wide gamut of their occupational interests and it may be too much for a school staff to cater to the variety.

5. For the promotion of adult education the ordinary rote method of teaching shall have to be replaced by many adult education methods such as project activity, group discussions, and models, charts, flash cards, and other audio-visual aids used.

6. The adult education programmes for adults should not lead directly to an examination but prepare the adults for education for life, viz, citizenship, leadership, vocational general education, etc. But adults who wish to appear for formal school examination should be allowed to appear for an examination.

7. The teachers involved in adult education work should be adequately compensated for their additional work.

8. Adult Education specialist at appropriate level should assist in organising adult education programmes effectively. In rural areas an adult education specialist may be appointed for a group of villages whereas in an urban area full time specialists may be attached to a school which has undertaken

responsibility for adult education programmes in a well defined area.

9. The teacher should undertake such programmes of community improvement that enrich his classroom curriculum and help achieve the instructional objectives of the school.

10. To make adult education programmes community oriented the school teacher should undertake such projects as would be mostly accomplished at home with parents' help but under teacher's guidance. This would bring various new ideas to the homes of the community thus enriching community life.

11. The teacher should organise cultural programmes in which the community can participate.

12. School libraries should be opened to the general public as a matter of course and special corners for books for neo-literates should be developed in every school library.

4. What should be the organisational, administrative, financial and other changes necessary to make adult education programmes a normal responsibility of the school system?

The Seminar considered the organisational, administrative and financial aspects separately and made recommendations separately under these heads.

Organisation

1. A National Advisory Body of Education, which has been, from time to time recommended by all responsible bodies in the field of adult education should be set up as soon as possible to promote, among other things, programmes of adult schools.

2. Similar bodies should be set up at State level.

3. Teacher Training colleges should have necessary facilities for imparting training to teachers who may later take up work with the adults.

4. The system of condensed courses now available only to women should also be extended to men.

5, The State Education Departments should also promote public libraries so that they may supply book requirements of adult students, especially in the matter of their supplementary

reading materials.

6. An adjustment in school vacations and school timings will be necessary especially in double shift schools or in schools where the teachers or administrative staff comes from different places.

7. A list of minimum equipment for primary and secondary schools should be developed in view of the new concept of the school's role.

Administration

1. The Seminar was of the view that the school administrative set-up in the States under the Directorate of Education should be responsible for the administration of school adult educational programmes in the State in the same way as they are responsible for schools for children. However, the identity of adult education should emerge within the State school Administration. For this purpose, the State Directorates of Education should appoint the necessary administrative and supervisory staff to organise programmes for adults.

2. The Seminar however felt that for success of adult education programmes it was necessary to give freedom to teachers and voluntary workers to organise programmes according to the local needs.

3. For adult education work, adjustments would be required in the working hours of teachers, students, administrators and the library staff.

Financial

The State Governments should have a programme of adult schools and the normal financial procedures applicable to existing schools including the grants-in-aid system should automatically apply to adult schools. Accordingly, the allocation for adult schools should specifically figure in the annual State Education budgets.

Associate Director's Address

T.V. Thimme Gowda, Joint Director of Public Instruction, Mysore

Dear Mr. President, distinguished guests and Delegates,

I have the opportunity of speaking to you today, in the absence of the Director of the Seminar, Dr. M.S. Mehta. It is hoped he will join us very soon to guide the deliberations of the Seminar. He has bestowed considerable thought in framing the working paper for this 15th National Seminar having the theme "Utilisation of Schools for the promotion of Adult Education."

The school as a social institution is traditionally conceived as an agency for the education of children but not as an agency to aid in the development of the entire community. Attempts are being made to change this conception of the function of the school. In our country, according to the pattern of Basic Education, sponsored by the Father of our Nation, the school is the centre for community life and education. According to this pattern of Basic Education, the school education of the adults and the children should go hand in hand.

The Kothari Commission on Education has recommended that the area of the schools concerned will not be confined to the school children, but it will embrace the entire local community which it serves. It will need to be transformed from a children's school to a people's school. It will need to be equipped and serviced as a Centre of the Community and an important base for extension services. It will require among other aids, a library, radio sets, exhibits, posters, models and other materials necessary for Adult Education. The new responsibility related to adult education will imply a radical change in the function and outlook of the school.

While considering the mass approach to the eradication of illiteracy, the Commission says that the main brunt of the campaign will fall on the teachers and students in schools and

colleges and considerable responsibility for organisation will fall on educational institutions of all kinds.

Considering the size of the problem, it is necessary to transform the school to be not only a centre of education of the children but also a centre for the education of the entire community inclusive of the education of the individual members of the community. It is also necessary now to consider in detail by all educational administrators, adult education workers and educated men and women who are interested in adult education, the several ways and means of making school an active agency for the promotion of adult education. In this context, the Indian Adult Education Association has done well in organising this 15th National Seminar to consider this very important aspect of school function. There are about 65 delegates participating in the seminar which is inaugurated by the Vice-Chancellor of the Mysore University, Dr. K.L. Shrimali, a great patron of all educational enterprises. He has given valuable suggestions. Delegates from several States, comprising educationists, educational administrators, adult education workers, teacher educators, social workers have gathered here to participate in the seminar. As an Associate Director of the Seminar, I heartily welcome all of you and invite you to participate in the Seminar without any reservations, contributing your very best so that proper re-adjustment of school organisation may take place in the entire country following the well considered recommendations of this Seminar.

To facilitate discussion, it is proposed to form five groups with the group-leaders and members as to be suggested in due course.

The Seminar will be for the duration of four days commencing from today and the programme for these four days is also furnished separately in a bulletin which is in your hands already. Following are the main points to be considered by the Seminar:

(1) What can be the role of schools in the promotion of adult education in India in the present rapidly changing needs of the country? (2) What specific measures need to be taken to utilize the schools for the promotion of adult education? (3) What is the extent to which the school could undertake

educational programmes for adults and out-of-school youth as part of their normal work and what adjustments need to be made in the existing pattern of school system to make it serve the national need of educating adults and youth for development? (4) What should be the organisational, administrative, financial and other changes necessary to make adult education programmes a normal responsibility of the school system?

Incidentally the Seminar will also discuss about the training and orientation of teachers for adult education work.

This Seminar is organised by the Indian Adult Education Association under the auspices of the Mysore State Adult Education Council, as a part of their Silver Jubilee Celebrations. The Indian Adult Education Association, a voluntary organization will certainly have to bear greater responsibilities at the national level, of co-ordinating efforts made all over the country following the recommendations of this Seminar. I sincerely wish that it will have the requisite support and aid from Governments, Institutions and the general public. In Mysore the responsibility of the Mysore State Adult Education Council also will greatly increase as it will have to co-ordinate its efforts much more widely and intensively with the extensive efforts of the Department of School Education, and it is also gratifying to note that the State of Mysore and the Adult Education Council are already thinking of strengthening the Adult Education Council suitably to cope with the increasing responsibilities that may devolve on them. I do not wish to take any more of your time. Dr. Shrimali has blessed us and encouraged us in carrying on effective deliberations. On behalf of the Indian Adult Education Association, on my own behalf I thank him for having inaugurated the Seminar, under the presidentship of Sri A.R. Deshpande, the distinguished, veteran Social Educationist of our country.

Messages

PRESIDENT'S MESSAGE

"The President sends his best wishes for the success of the Seminar and has asked me to send you the enclosed copy of his message to the nation on International Literacy Day which may be utilized for the Seminar."

Message to the Nation for International Literacy Day

The Educational, Scientific and Cultural Organisation of the United Nations has called upon all the countries of the world to observe the 8th September every year as International Literacy Day. We are all very conscious of the importance of education and need no convincing that every child should go to school and if possible to college also. But we are apt to forget those who, mainly because the facilities were not available to them, have not been able to learn even to read and write.

There are, I am informed about 350 millions illiterates in India of whom nearly 140 million are in the 15 to 44 age group which is economically the most productive period of their lives. The 1961 census figures showed that 72 per cent of the people between the ages of 25 and 44 were illiterate and, sadder still 61.6 per cent of the young people between the ages of 15 and 19. Illiteracy is more pronounced in the rural areas—in 1961, only 19 per cent were literate as compared with 47 per cent in the urban areas. There is a wide disparity in the extent of literacy among women and men and also from State to State. Several States fell far below the national average of 24 per cent.

During the first decade of our planning, some 5½ million persons were made literate, but this is not sufficient progress to make any appreciable impression on the prevalence of illiteracy in the country.

This is a sad and depressing picture. Every single instance of illiteracy is a human tragedy. To the nation a large percentage of illiteracy represents the waste of one of its most

precious resources. The bold experiment on which we have launched of building a democratic and socialistic society can only succeed if we have an educated electorate and an enlightened and well-informed community.

Clearly then we have to do much more than we have been doing so far in the matter of adult education and, more especially we must make a concerted and sustained effort to eliminate mass illiteracy. The school should no longer confine its activities to the education of children only. It should throw open its doors to students at all levels and ecome the focal point of all types of educational activity. Those who desire to acquire literacy of the primary standard should be given the opportunity to do so. Those who dropped out for one reason or another at the primary or middle stages should be provided facilities for part time education to enable them to pass the middle and high school examination.

But, firstly, we must concentrate on teaching illiterates, to read and write. It seems to me that every school could immediately provide a period when adults of the neighbourhood could come for simple literacy classes. These would best be held in the evenings after the day's work is done. It is not to be expected that our already heavily burdened teachers could themselves cope with this additional work, but I am sure that many of our graduates, in all walks of life, would very willingly volunteer their services for holding such simple evening classes. The point I want to stress is that this is not something that should be left to municipal and governmental agencies. It has to be a community effort with the full support of individual members of the public behind it.

We, who have had the opportunity of education, have a responsibility to our brothers who have been denied that opportunity. We have been educated at the cost of the community. Let us, therefore, resolve on this International Literacy Day to do something to repay that debt.

Zakir Husain

.....

Shri V.V. Giri, Vice-President of India

"I am glad to know that the Indian Adult Education Association is holding its 15th National Seminar on the "Utilization of Schools for the promotion of Adult Education" from October 15 to 18, 1967. I wish the Seminar all success."

.....

Smt. Indira Gandhi, Prime Minister of India

"Sends her greetings to the participants in the Seminar and wishes success to their deliberations."

.....

Dr. Malcolm S. Adiseshiah, Acting Director-General, UNESCO, Paris

It is with a particular sense of pleasure that I send you my greetings and the best wishes of Unesco, for the success of your Seminar. I regret that my prior commitments have prevented me from participating in your Conference and the Seminar. I look forward to the pleasure of personally bringing to you Unesco's message and greetings at a future gathering. You are aware of the continuing interest Unesco takes in the activities of Non-Governmental Organizations which, both on the national and international planes, contribute substantially to the promotion of adult education. If one considers that the primary objective of all education is to help develop in man a sense of responsibility to himself, to others and to all mankind, then it is evident that institutions such as your own respond both fully and competently to this imperative.

While it is true that, since its inception over twenty years ago, Unesco has carried out a variety of activities in adult education, the last few years have nonetheless witnessed a marked increase in the importance attached to it by our Member States. Our programme, in this area, has concentrated on two apparently unrelated, yet entirely complementary fields: literacy and adult education. Unesco's General Conference, at its last session, fused these two fields into a single programme, referred to as life-long integrated education, based on the conviction that only through the process of a continuous education lasting the duration of man's life can man understand himself and the world.

This concept is no more than the recognition of an ancient truth—that education is a life-long process, that it begins at the cradle and continues to the grave and beyond, that no man can ever have too much education! All these and more are today embodied in Unesco's doctrine of life-long integrated education. Adult education is both the purveyor of this doctrine and the instrument for its realisation.

It is against this background that I would like to place before you some tasks which face the Indian Adult Education Association in the India of today.

Adult education has a correctional task—that of correcting the miseducation that we have received in the educational system. That system is itself beginning the urgent and arduous work of reforming its content and curricula, following the recommendations of the Report of the Education Commission. The fruits of this educational reform movement will be garnered in the future. For today and tomorrow, however, there is the task of correcting, complementing, supplementing and continuing the education of the youth, the adolescent of the adult citizens who have been through the incomplete and imperfect educational system of the past. This urgent correctional and supplemental task that Indian adult education must discharge will result in developing citizens imbued with the knowledge and responsibility that the India of today demands of its sons.

Adult education has a teaching task. This has to do with regard to the youth, adolescents and adults who have not had the benefit of any education or schooling. And these illiterate youth and adults who are estimated to number around 200 million persons over fifteen years of age, still constitute the vast majority of that age-group of our people. Our problem of illiteracy is so vast as to seem insoluble. Where does one start in this vast ocean of ignorance? Having started, how does one keep the ship of knowledge and learning on course? Unesco in its functional literacy programme devised two years ago at the World Congress on literacy at Teheran provides a challenging answer. Following this, the Indian Adult Education Association can reorient and restructure its literacy programme and launch fresh functional literacy initiatives: by

selecting those areas of the country where there is the motivation for literacy: and by concentrating its educational efforts on those age groups in those areas who are the productive members of their society. Thus, your association has a call to take leadership in the functional literacy movement that is urgently needed in the country.

Adult education has an urgent socio-economic task. This relates to the specialised and specific problem which the country faces today with regards to its food deficit on the one hand and its over-expanding rate of population growth on the other. India's food deficits are not simply the results of the natural calamities that we have suffered in the last two years. India's economy has always been a gamble in the monsoons, but that particular gamble is slowly being won. Our long-run food problem is in fact due to the slow rate at which the agricultural/rural sector, which is 80 per cent of Indian society, is being modernised. On the other hand, all the gains in industrial growth, power and energy acceleration, agricultural renovation and educational progress are being wiped out by the rate at which our population has been expanding in the last two decades. Family planning and population control measures will produce results only ten to twenty years from now. But if we are to lift ourselves out of the development morass in which our country finds itself, action must start now. The modernization of the agricultural/rural sector on the one hand and the population control and planning education on the other are two immediate themes that must suffuse all adult education programmes in the country.

Adult education has a diffusion task. There is a direct contribution which the adult education movement can and should make to school education. Adult education is characterised by freedom (the free human mind is not shackled by official curricula and all-decisive examinations); by spontaneity, (the techniques and methods of its teaching and learning processes arise from its own normal and natural needs): and by realism, being grounded in the political, economic, social and cultural realities of the community, (its pupils and teachers are the farmer, the housewife, the factory worker and the elected representative of the local community who come to

learn or teach from the field, home, factory or council table, and return to it). Adult education has no need to fear accusations of being abstract it can never teach or preach unreal and unrelated facts and knowledge. This realism of the spirit, this functionalism of its content and this concreteness of its techniques, must be woven by the Indian adult education movement into the fabric of the Indian education system as a whole. From this point of view, the school and the college are not simply material and convenient centres of adult education. Their physical coincidence imposes on adult education the obligation of infusing the school and penetrating the university with its freedom, spontaneity and realism.

Adult education has a harmonisation and reconciliation task. This relates to the uphill task of citizenship education. The first two decades after independence were decades spent in laying the basis for the initial national infrastructure—of what is involved in being a citizen of independent India. The great adult education leaders of the land, who counted among them the founding fathers of the nation, accomplished this task. Now the country and the people are going through the normal self conscious process of developing their linguistic and state identities and look to adult education to help them in this identification. And so Indian adult education has the task of educating the citizens in the long process of reconciliation and harmonisation of local, linguistic and state loyalties with the unity and common destiny which Indian citizenship imposes.

Adult education has a peace building task. As every sixth man in the planet of ours is an Indian, the Indian adult education programme has a unique obligation to impart to its participants the spirit of international understanding, the desire for peace and the fight against the seeds and actual presence of war, as well as the accelerating armaments race. You share with Unesco this peace purpose and this foundation and motive force of international understanding frame. In the end all your programmes and actions will be judged, as are Unesco's, by your contribution to those final objectives. And it is this covergence of goals and programmes between the Indian adult education movement and Unesco that I

return to, in greeting you and wishing you success in the tasks ahead of you.

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Dr. Triguna Sen, Union Education Minister

"I am happy to note that the Indian Adult Education Association is holding a National Seminar on "The Utilization of Schools for the promotion of Adult Education" in Mysore. The school should be the focal point for educational activities of various kinds. It should play its proper role in the promotion of adult education at the primary, post-primary and post-middle stages of education. We have already suggested to the State Governments to take up such pilot Projects in selected areas in their States.

I do hope the Seminar, being organised by the Indian Adult Education Association, will inspire the workers engaged in adult education programmes, to undertake such projects in their jurisdiction. The Seminar will, no doubt, work out detailed proposals on this subject which we shall study in the Ministry of Education with interest. I wish the Seminar every success."

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Dr. V.K.R.V. Rao, Union Minister of Transport and Shipping

"I am happy to know that the Indian Adult Education Association is holding its 15th National Seminar on the important subject of "Utilization of Schools for the promotion of Adult Education" The Indian Adult Education Association have been doing pioneering work in the cause of adult education and I would like to congratulate them on focussing the attention of Government and the people on the various facets of this much neglected field.

I am of the firm conviction that, without adult education and adult literacy, there can be no worthwhile social and economic development. Economic and social development requires education on a mass scale and this is not possible, in our present context, without adult literacy. I must add that literacy, unless used, is not of much use, because it creates the illusion

of being able to get an entry into the houses of knowledge. Neither is the retention of literacy sufficient. The utilization of literacy, in a functional way, should be our objective.

I would like to conclude by saying that any programme of adult education, if it is to be a success, has to be preceded by a nation-wide campaign for the eradication of illiteracy at least as far as the initial phase is concerned. This is necessary in order to break the initial inertia of the illiterate adults towards literacy, create the needed motivation, and mobilise public support, all of which constitute an essential pre-requisite for the success of this vital programme.

I strongly believe that the educated have a responsibility towards those who are not and the literate have to make literate the illiterate. When this fundamental social responsibility is recognised, accepted and given effect to, it would be possible to make a quick break-through in the field of adult education. This has been the theme of my addresses on the subject of adult education for the last quarter of a century in various capacities. In this light, I welcome the theme of your Seminar and hope that it would be possible for you to make some concrete and worthwhile actionable recommendations.

I wish the Seminar all success."

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Shri Asoka Mehta, Minister for Petroleum and Chemicals and Social Welfare

"I understand that the Indian Adult Education Association will be holding its 15th National Seminar at Mysore from October 15-18, 1967.

I believe that educators working in this specialised field have a special contribution to make in enriching the life and thought of the community. Students, teachers, workers and housewives can be organised with a certain amount of cooperation and goodwill to contribute to the running of these classes. In their turn, the adults who attend these classes will be helped to develop into full-fledged citizens with an understanding of their true role in the working of the community.

I am glad that this Seminar will concentrate its discussion

on making full use of the existing school system in order to further the objectives of adult education."

.....

Shri G.M. Sadiq, Chief Minister, Jammu and Kashmir

"Convey his good wishes for the success of the National Seminar being organised by the Indian Adult Education Association in Mysore."

.....

Shri Mohan Lal Sukhadia, Chief Minister, Rajasthan

I am happy to learn that the Indian Adult Education Association is holding its 15th National Seminar on the Utilization of Schools for the promotion of Adult Education.

I wish the Seminar all success.

.....

Shri V.P. Naik, Chief Minister, Maharashtra

"I am happy to know that the Indian Adult Education Association of New Delhi will be holding its 15th National Seminar on the 'Utilization of Schools for the promotion of Adult Education' in Mysore from October 15 to 18, 1967. Education plays an important role in strengthening democracy and both the Central and State Governments have been striving hard for the growth and spread of education among the masses. However, in this stupendous task of educating the entire population still more concerted efforts on the part of the Government as well as various non-official agencies interested in the promotion of education are necessary. It will certainly add to the efficacy of the programme of adult education if active cooperation from schools and school teachers, both from urban as well as rural areas, is harnessed. In this context, the Seminar, organised by you, will go a long way in gearing up the project.

I wish the Seminar all success."

.....

Shri E.M.S. Namboodiripad, Chief Minister, Kerala

"I am very happy to learn that the Indian Adult Education Association is holding its 15th National Seminar at Mysore

from 15th to 18th October, 1967. It is indeed good that the Seminar would give attention to the question as to what all changes need be made in the existing programmes of Adult Education so as to make it more effective.

I wish the Seminar all success."

.....

Shri C.N. Annadurai, Chief Minister, Madras

"A literate electorate is a sure guarantee for the success of Democracy. Ours is the biggest democracy in the world and if we want it to succeed, we have not only to provide facilities for the education of every child in the land but also take steps to educate every illiterate adult and the adult who lapses into illiteracy.

I am glad to know that the Indian Adult Education Association is arranging a Seminar to discuss the question of utilizing schools and teachers in the programme of adult Education.

I wish all success to the Seminar."

.....

Shri Bhagwat Jha Azad, Minister of State for Education, Government of India

It has given me great pleasure to learn that the Indian Adult Education Association is holding a National Seminar in Mysore on the "Utilization of Schools for the Promotion of Adult Education." The schools should undoubtedly make a more effective contribution for the promotion of Adult Education at various levels. The young boys and girls who have not been able to complete their school education at the primary, middle and high school stages, for one reason or the other, should be given necessary facilities to resume their studies. There is no better place than the school where such facilities can be provided without much extra cost. I am sure the Seminar will study the problem in all its aspects, including administrative and financial and make concrete proposals.

I wish the Seminar every success.

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List of Delegates

ANDHRA PRADESH

1. Shri Wood, T.B., Headmaster, S.P.C. Secondary Training School, Nandyal.

ASSAM

2. Shri Majumder, S.M., Principal, Institute of Education, Dibrugarh University, Dibrugarh.
3. Shri Sarma, D., State Social Education Officer, Government of Assam, Gauhati.

DELHI

4. Smt. Dharm Vir, H-27 South Extension Part I, New Delhi.
5. Smt. Dutta, Bimla, Editor, Proudh Shiksha, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi.
6. Shri Dutta, S.C., Hony. General Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi.
7. Shri Hemrajani, A.H., Director (Education), Planning Commission, Yojana Bhawan, New Delhi.
8. Shri Jagdish Singh, Assistant Educational Adviser, Ministry of Education, Government of India, New Delhi.
9. Shri Joshi, D., Lecturer, Teachers College, Jamia Millia, New Delhi.
10. Shri Mahajan, V. B., Supervisor, Social Education Department, Delhi Municipal Corporation, Delhi.
11. Shri Mathur, J.C., Addl. Secretary, Agriculture Department, Ministry of Food, Agriculture and C.D., Govt. of India, New Delhi.
12. Shri Pant, N.K. Associate Director, Directorate of Correspondence Courses and Continuing Education, University of Delhi, Delhi.
13. Shri Sachdeva, J.L., Reference and Documentation

Officer, Indian Adult Education Association, 17-B Indraprastha Marg, New Delhi.

GUJARAT

14. Shri Bhatt, C.R., Social Education Officer and Secretary, Gujarat State Social Education Committee, Surat.
15. Dr. Bhatt, G.P., Principal, Gangajala Vidyapith, Aliabada.
16. Shri Kasa, B.C., Social Education Officer, Ahmedabad City Social Education Committee, Raipur Gate, Ahmedabad.

HARYANA

17. Smt. Butt, Helen, Literacy Consultant, Nilokheri Education Extension Institute, Nilokheri.

HIMACHAL PRADESH

18. Shri Joshi, R.N., Development Officer, Government of Himachal Pradesh, Kenndey House, Simla.
19. Shri Vaidya, L.R., Social Education Officer, Government of Himachal Pradesh, Simla.

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20. Kumari, Jain, K.G., Samaj Shiksha Samiti, 1308, Madan Mahal, Jabalpur.
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23. Kumari Boyce, S.S., Principal, S. T. College, 3 Cruickshank Road, Bombay.
24. Shri Chandake, B.M., Vice-Principal, C.T.C. Mouni Vidyapeeth, Gargoti.
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26. Shri Gaokar G.K., Social Education Officer, Bombay

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27. Smt. Modi, S.M., President, Bombay City Social Education Committee, Samaj Shiksha Mandir, Adarsh Nagar, Bombay.
28. Shri Pandey, R.N., Member, Bombay City Social Education Committee, Samaj Shiksha Mandir, Adarsh Nagar, Bombay.
29. Shri Patil, B.R., Dy. Director of Education, Government of Maharashtra, Poona.
30. Shri Pinge, D.S., Field Work Supervisor, Tata Institute of Social Sciences, Chembur, Bombay, 71.

MYSORE

31. Shri Channabasappa, K.S., Principal, Katharal Vidyapeeth, Lakashmisagar, Chitradurg Distt.
32. Shri Gundu Rao, B.K., District Education Officer, Mysore State Adult Education Council, Mysore.
33. Shri Jedi, M.S., Distt. Social Education Officer, Education Deptt. Basavakalyan, Bidar Distt.
34. Shri Krishna, D., Dy. Development Commissioner, Govt. of Mysore, Bangalore.
35. Shri Krishnamurthy, T., Sarswatipuram, Mysore.
36. Shri Krishnamurthi, Y., Tunga Vidyapeetha, Shimoga.
37. Rev. Mitra, H.G., Convenor, Karnatka Christian Council, Methodist Church, Chittapur.
38. Shri Rajathadri, S., Principal, Vidyapeeth, Shivaragudda, Mandya Distt.
39. Shri Rama Raja Iyengar, S.V., Principal, Panchayati Raj Training Centre, Nanjangud.
40. Shri Sannaiah, K.H., Principal, Vidyapeeth, Hassan.

NAGALAND

41. Kumari Imlong, Achilla, Special Officer (Education), Directorate of Education, Kohima.

RAJASTHAN

42. Shri Bhai Bhagwan, Principal, Janta College, Rajasthan Vidyapeeth, Dabok, Udaipur.
43. Shri Bhanot, T.R., Inspector of Schools, Bhilwara.

44. Shri Dashora, K.S., Headmaster, Government Secondary School, Udaipur.
45. Shri Kumar, P.S., Deputy Director of Social Education and Planning, Government of Rajasthan, Bikaner.
46. Shri Mathur, I.S., Headmaster, Government Mahatma Gandhi Higher Secondary School, Ajmer.
47. Shri Sharma, M.L., Senior Teacher, Government Basic S.T.C. Training School, Sanganer, Distt. Jaipur.

UTTAR PRADESH

48. Dr. Bhola, H.S., Dy. Director, Literacy House, Lucknow.
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58. Shri Sengupta, A., West Bengal Social Education Organisers Association, Calcutta.
59. Shri Talukder, S.C., Calcutta University Institute, 7 Bankim Chatterjee St., Calcutta.

ASIA FOUNDATION

60. Shri Sohan Singh, Programme Adviser, Asia Foundation, NDSE II, New Delhi.

INTERNATIONAL COOPERATIVE ALLIANCE

61. Shri Dharm Vir, Deputy Director, International Co-operative Alliance, 18, Friends Colony, New Delhi.

OFFICE BEARERS

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64. Secretary-General: Shri B.V. Satyanarayana

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